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Kentucky Family Literacy

Kentucky Family Literacy of Education		Formatted [4
PROGRAM QUALITY INDICATORS,	بر المال	Deleted: Kentucky Even Start and
Goal of Kentucky Adult Education Family Literacy Programs: "To break the cycle of under-education and poverty through integrated family literacy programs of sufficient	1/	Formatted [5
quality, intensity, and duration to move families toward self-sufficiency."	£	Deleted: (Even Start and KY / [6
	\neg	Deleted: under education¶ [7
Enrollment - Adults and children will participate in sufficient numbers to impact Kentucky's literacy needs,		Formatted [8
The Program Enrollment		Deleted: Programs serve famil [9
Adult Enrollment	_	Formatted [10
Children's Enrollment	- "" '	Formatted: Bullets and Num [11
Adult Education - Participating adults improve literacy skills.	-1111	Deleted: 1.1a
1,0 The Adult Learner	- }\',',',	Deleted: . Adult
1.1 Adult Education		Deleted: .
1.2 Adult GED Completion 1.3 Adult Placement in Postsecondary Education or Training		Deleted: 1.1b.
1.5 Adult Pracement in Postsecondary Education of Training 1.4 Adult Employment		
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Child Development - Participating children improve early literacy, reading readiness, and reading.		Deleted: and life skills.¶ [13
2.0 The Child Learner	<u> </u>	Formatted [14
2.1 Early Childhood		Deleted: 2
2.1b. Pre-school 3-5	J. 1866/16	Formatted [15
2.2 School Age	- 1.88\}	Formatted: Bullets and Num [16
2.2a. Primary K – 3	1.000	Formatted: Bullets and Num [17
2.2b. Grades 4 th – 12 th	-W. C.	Deleted: D/High School Cot [18
Parenting - Parents improve their ability to effectively become their child's first teacher and a full collaborator in the education of their child(ren).		Deleted: S
3.0 Parent(s)	₩	Deleted: Employability Skills
3.1 Parenting Education		Formatted [19
v	-1000	Deleted: <#>Adult [20
Parent and Child Together Time (PACT) - Parents and their child(ren) improve their ability to learn together by participating in interactive literacy activities.		Deleted: developmental skil [21
4.0 Parent and Child Together Time (PACT)	- ₩₩	Formatted [22
4.1 Facilitated PACT		Formatted: Bullets and Num [23
4.2 Un-facilitated PACT		Deleted: 3
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Enrollment

SUBJECT	Performance	Expectation	Time Period	Measures	1
Enrollment	Kentucky Adult Education family	100%	Per program year	State Data Collection	•
V	literacy enrollment goals shall be	y		System	
	based on enrolling .5% of the target				Ш,
	population (Levels 1 and 2) in every			 Attendance 	`
	county or 20 families – whichever is			• Enrollment,	_
	higher - for 2005 <u>-2006</u> .			 Intake, 	`
	Even Start enrollment goals will be as			• Assessment	4
	proposed in the grant application				
v	and/or goals from the annual progress				-
	• report.	-Program-staff shall		1	
	V	-contact-the child(ren)'s		KYAE: Contacts shall be	
Adult enrollment	Adults are officially enrolled after 12 hours	-teacher-or-guidance		<u>recorded in Aerin</u>	
	which shall include completing an approved	counselor at least two		.	L
	enrollment assessment, two (2) hours of parenting, two (2) hours of facilitated PACT,	(2) times. (See the			
	two (2) hours of un-facilitated PACT, and an	Child Learner.) An			
	initial contact (i.e., meeting, e-mail, phone	-agreement shall be		+	
	call) by program staff, with the child(ren)'s	made during an initial			
	teacher or guidance counselor.	contact as to which approved assessment(s)			
		shall be used (and			
	 Children are officially enrolled, with their 	when) to determine			4
	respective parent(s)/guardian(s), after	progress.			
Children's enrollment	completing an approved enrollment	(The intent of the		1	_L_
	assessment in an age appropriate	contacts is to build			
	educational setting that addresses children's developmental needs.	<u>closer school</u>			
	cinidren's developmental needs.	-relationships that yield-		+	
		greater understanding			
	x	of the child(ren)'s		+	-
	*	progress.)		+	
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1.0 THE ADULT LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
1,1 Adult Education,	Adults shall acquire basic skills needed	Percentage of the targeted	Within the	ABE
	to achieve education level gains, Goals	adult population required to	program year	4
v	are set based on pre-test results.	meet or exceed the		L
	Progress toward goals is measured with	following level goals, which are expected of all		<u> </u>
v	a post-test at exit or end of program	- KYAE-funded adult		
-	<u>year.</u>	- education-and-KDE-funded		+
		Even Start programs for the		
		2005 - 2006 program year.		
		*		TABE 9/10 preferred
Beginning <u>Literacy</u> ABE		53 %		TABL 9/10 preferred
(0-1.9)				
Design ADE		*		Work Place TABE
Beginning ABE		53 %		-
(2-3.9)				WorkKeys
Low Intermediate ABE		<u>.55 %</u>		Link to assessment policy.
(4-5.9)		25 76		+
(
High Intermediate ABE		52 %_		<u>+</u>
(6.0-8.9)				
(010 01) /2				
Low Adult Secondary				
Education (9.0-10.9)		¥		
High Adult Secondary		<u>N/A</u>		ļ
<u>(11.0-11.9)</u>		v		
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SUBJECT	Performance	Expectation	Time Period	Measures
V				<u>ESL</u>
V				<u></u>
		v		CASAS
Beginning Literacy ESL		<u>53 %</u>		
Beginning ESL		<u>49 %</u>		BEST (Oral & Literacy) BEST PLUS
Beginning ESE		49 /0		<u>BEST TEOS</u>
Low Intermediate ESL		<u>55 %</u>		Adult LAS
High Intermediate ESL		<u>55 %</u>		
Thigh intermediate ESE				-
Low Advanced ESL		<u>47 %</u>		
V		₹		<u> </u>

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1.0__THE ADULT LEARNER

SUBJECT	Performance ,	Expectation	Time Period	Measures	
1,2 Adult GED	• Earn a GED or high school diploma.	Percentage of the targeted	Within the	GED_Tests	
completion.		adult population required	-program year	<u> </u>	F
Adults with a goal of		to meet or exceed the			
GED or high school		following level goals, which are expected of all			+
completion		KYAE-funded adult			
Kratarra		education and KDE-			t
		funded Even Start			
		programs for the 2005 –			
		2006 program year.			╀
		<u>70 %</u>			4
1,3 Adult placement	 Placement in postsecondary education or 	69 %	Within the	Data matching and	Ŀ
in postsecondary	training.		program year	verification with Council	Ę
education or training, $_{-}$				on Postsecondary	
Adults with a goal of	Adult enrolls in a postsecondary educational or			Education_	
placement in	occupational skills training program that does not			(Performed by KYAE	Γ
<u>postsecondary</u>	duplicate other services or training received,			central office)	1
education or training	regardless of whether the prior services or training				
	were completed.				ļ
<u>1,4 Adult</u>	• Enter employment.		3	Data matching and	
<u>employment</u>		y	y	verification with Office	
Adults not employed at	Learner obtains a job before the end of the first	. 60 % .	End of the first	of Employment and	L
entry with an	quarter after the program exit quarter		quarter after the	Training	_
employment goal	- T	=======================================	program exit	(Performed by KYAE	_
v	-• - Retain employment,		<u>quarter</u>	central office)	1
Adults not employed at			V	‡===========	- -
entry with an	-Learner remains-employed in the third-quarter	- <u>65 %-</u>	In the third quarter	- Data-matching-and	- -
employment goal and who entered	after exit quarter.		-after exit quarter	verification-with Office	F
employment by the first			v	- of Employment-and	- -
quarter after exit quarter;	Employment: working in a paid, unsubsidized job,		*	Training Training	-
AND adults employed at	or working 15 hours or more per week in an			(Performed by KYAE	
entry with an improve or	-unpaid-job on a farm-or business operated by a			central office)	Ŀ
retain employment goal	<u>family member or the student.</u>				ľ
- cum employment gour	V			 	ŧ
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2.0 THE CHILD LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
2.1 Early Childhood	As defined by the Kentucky's	80% (of children	Within 80 hours of	*As measured by a pre- and post-
2.1a. Infant/Toddler	Early Childhood Standards, Ages	demonstrate	participation in early	assessment tool, aligned with
Birth - 3	Birth – 3 shall demonstrate	progress) in all areas	childhood component	Kentucky's Early Childhood Standards and the Early Childhood Continuous
2.1b. Pre-School	progress in the following			Assessment Guide
$\underline{\qquad} Ages \ 3-5$	developmental areas:	Program staff shall	(Research indicates	
	 Creative expression 	contact the	that 80 hours is a	Examples of approved assessments:
	 Cognition 	child(ren)'s teacher	reasonable time frame	Assessment Evaluation Provided Section (AFPS)
	 Communication 	or guidance	in which to expect a	Programming System (AEPS) Brigance Inventory of Early
	Motor development	counselor at least	child learner to	Development
	Social-emotional	two (2) times. An	demonstrate progress	The Creative Curriculum
	development	agreement shall be	in all areas under	Early Learning Accomplishment
		made during an	performance.)	<u>Profile</u>
	As defined by Kentucky's Early	initial contact (see		High Scope Child Observation
	Childhood Standards, Ages 3 – 5	Enrollment) as to	If a family exits prior	Record Learning Accomplishment Profile
	shall demonstrate progress in the	which approved	to 80 hours, progress,	Learning Accomplishment Profile III
	following content areas:	assessment(s) shall	if achieved, should be	The Ounce Scale
	 Arts and humanities 	be used (and when)	reported.	Transdisciplinary Play-Based
	 English/language arts 	to determine		Assessment
	(early literacy)	progress.		 The Work Sampling System
	 Health education 	(The intent of the contacts is to build		Additional assessment requirements for
	(health/mental wellness)	closer school		Even Start programs serving children
	 Mathematics 	relationships that		who turn 4 by Oct. 1:
	Science	yield greater		
	Physical education (gross)	understanding of the		 Peabody Picture Vocabulary Test
	and fine motor skills)	child(ren)'s		(PPVT) III Phonological Awareness Literacy
	Social studies	progress.)		Phonological Awareness Literacy Screening (PALS) PreK, Alphabet
		progress.)		Knowledge
				Assessment results shall be
				documented and accessible in program
				files.

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2.0 THE CHILD LEARNER

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SUBJECT	Performance	Expectation	Time Period	Measures
2 School Age				
2.2a. Primary (K – 3)	Will maintain 95% attendance.	75% of children	The time period the family is enrolled during the program year	School attendance records
	Will demonstrate continuous progress in reading readiness/reading.	85% of children	The time period the family is enrolled during the program year	Formal, informal, and locally designed progress monitoring assessments.
.2.b. Grades 4 th – 12 th	Will maintain 95% attendance.	75% of children	The time period the family is enrolled during the program year	School attendance records
	Will demonstrate progress in content area: Language Arts or English.	Program staff shall contact the child(ren)'s teacher or guidance counselor at least two (2) times. An agreement shall be made during an initial contact as to how attendance information may best be shared with the family literacy program. (These may be the same two (2) meetings at which assessment is discussed.)	The time period the family is enrolled during the program year	Assessment reporting systems aligned to the Program of Studies (POS)/Core Content

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3.0 PARENT(S)

SUBJECT	Performance	Expectation	Time Period	<u>Measures</u>
3.1 Parenting	Parents improve their ability to support the	KYAE: 50% of parents	Per month during	KYAE: AErin will include
education	educational growth of their children and their		the program year	a place for number of hours
	preparation for success in school. Parents	Even Start: 70% of		and a drop down box of the
	strengthen their knowledge and skills in	parents.	(Note: Even Start:	<u>months</u>
	supporting their children's language and literacy		the number of	
	development, reading readiness, reading, writing,		activities can be	
	and numeracy. For example: developing child's		pro-rated when the	
	language and thinking skills, understanding how		<u>family</u> is not	
	talking with children promotes children's		enrolled for the	
	developing literacy skills, asking good questions		entire month, or	Records shall be
	of children, sharing books with children,		when the program	documented and accessible
	providing easy access to writing and reading		was not offering	in program files
	materials, and working effectively with their		activities for the	
	children's teachers.		full month such as	
			during November	
			and December	
			holidays, or spring	
	KYAE programs: Minimum of two (2) hours per		vacation.)	
	month facilitated by family literacy program staff.			
	Even Start programs: Minimum of 20 hours per			
	month with 10 of the hours center-based. Hours			
	per month from 3.1, 4.1, and 4.2 will count toward			
	the requirement.			

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4.0 PARENT AND CHILD TOGETHER TIME (PACT)

SUBJECT	Performance	Expectation	Time Period	Measures
4.1 Facilitated PACT	KYAE Programs: Parents and their child(ren)	KYAE: 50% of	Per month during	KYAE: AErin will include
	improve their ability to learn together by participating	parents and children	the program year	a place for number of hours
	together in interactive literacy activities.	<u>(families)</u>		and a drop down box of the
	KYAE Programs: Minimum of two (2) hours per		(Note: Even Start:	months
	month facilitated by family literacy program staff or	<u>Even Start: 70%-of</u>	- <u>the number of</u>	
	partnering agency. Goal: "improve speaking, listening,	parents and children	activities can be	
	reading, and writing skills of parents and children	(families)	pro-rated when the	
	through play" (Jacobs, 2004)		family is not	
	Purposeful time to: "increase and facilitate meaningful		enrolled for the	
	parent child interactions focused primarily on language		entire month, or	Records shall be
	and literacy development in a high-quality learning environment where they can learn and play together"		when the program	documented and accessible
	(Jacobs, 2004)		was not offering activities for the	in program files
	(34cobs, 2004)		full month such as	
	Even Start programs: Minimum of 20 hours per		-during November-	
	month with 10 of the hours center-based. Hours per		and December	
	month from 3.1, 4.1, and 4.2 will count toward the		holidays, or spring	
	requirement.		vacation.)	
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4.2 Un-facilitated	KYAE Programs: Parents and their child(ren)	KYAE: 50% of parents	Per month during	KYAE: AErin will include	
PACT	improve their ability to learn together by participating	and children (families)	the program year	a place for number of hours	
	together in interactive literacy activities.			and a drop down box of the	
	KYAE Programs: Minimum of two (2), documented	- Even Start: 70% of	-(Note: Even Start:	months	
	hours per month, independent of family literacy	parents and children	the number of		\
	program staff facilitation (or other facilitation than	(families)	activities can be		
	parent/guardian). Parents apply strategies, tools, and	<u></u>	<u>pro-rated when the</u>		
	techniques learned throughout the program, and particularly practiced in facilitated PACT, within the		family is not		
	family's home environment.		enrolled for the entire month, or		
	raminy 5 nome currismment.		when the program	Records shall be	
	The amount of time children spend together with their		was not offering	documented and	
	parents has been correlated to children's academic		activities for the	accessible in program	/
	achievement. (Eliot, 1999) Other benefits include greater emotional and social growth that fosters		full month such as	files.	/
	attachment, resilience, and protective factors necessary		during November	<u> </u>	' ;
	for their development. (Werner, 1996; Powell, 2004;		and December		11
	Pianta, 2004)		holidays, or spring		11/
	v		_vacation.)		/,"
	Even Start programs: Minimum of 20 hours per				
	month with 10 of the hours center-based. Hours per				ij
	month from 3.1, 4.1, and 4.2 will count toward the requirement.				11/
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3.0 THE CHILD LEARNER

SUBJECTSubject	Performance	Expectation	Time Period
3.1 Early Childhood	Will-demonstrate progress in one	100% 80% (of	After 80 hours of
	or more of the following	children	participation in early
3.1a. Infant Toddler	developmental areas:	demonstrate	childhood
Birth -3	Language/communication	progress) in all areas	component.Within the
3.1b. Pre-School	Social/emotional		program year.
Ages 3 - 5	Fine/gross motor		
	Cognitive/intellectual		
	Self-help		
	Use of English language (as		
	appropriate)		

THE CHILD LEARNER

SUBJECT	Performance	Expectation	Time Peri
3.2 School Age			
3.2a. Primary (K – 3)	Will maintain TBD (FY04 95%) attendance.	75% of children	The time period the is enrolled during to program year
	Will demonstrate continuous progress in reading readings/reading	85% of children	School year (9 mor
3.2.3b. Grades 4 th – 12 th	reading readiness/reading. Will maintain TBD (FY04 93%) attendance.	75% of children	The time period the is enrolled during to program year
			School year (9 mor
	Will demonstrate progress in content area: Language Arts or English.	85% of children show progress	
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THE PARENT AS TEACHER 4.0

SUBJECT	PERFORMANCEPerformance	EXPECTATION	TIM
		Expectation	PERIO
			Peri
Parent Support of Child's Education Adult parents involved in a family literacy programs	Adults support their child's language development by talking with their child(ren) daily and reading with or to their child(ren) three days a week. Adults support their child's reading by talking with and/ or reading with or to their child(ren) daily.	85%	Within a pyear, expeto be achiafter 40 h
	Adults demonstrate understanding of education program expectations. Adults communicate effectively on behalf of their children in child's educational setting at least four times a year.		
	Adult provides home learning environment that supports children's learning and development.		
4.2 Parent –Child	Clarification as of 1/9/04:	90%	Per month
Interactive Literacy Activities Adult and child(ren) enrolled in a family literacy program	Parent and child will participate in four or more interactive literacy activities planned by the family literacy program per month and will participate the number of hours specified by the funding agency, as follows:		the progra Revision as 1/9/04: (Note: The ractivities car
	KYAE Programs: Minimum of 4four hours per month awith 2 of the hours being center based. Check to see if KYAE will increase hours.		rated when t is not enrolle entire month when the pro
	Even Start: Minimum of 20 hours per month with 10 of the hours center-based. Hours per month can be counted from 4.1 for this indicator. Parent and child will participate in four or more	90%	was not offe activities for month such November a December h or spring var DAEL Prog
	interactive literacy activities planned by the		Minimum o

	Parent and child extend their learning to develop their own joint literacy activities which they participate at regular intervals	
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